

## Songs for the Intermediate Grades

---

List taken from the First Reader, Lyric Series. Scott, Foresman & Co., Chicago, Ill.

1. **Let Us be a Band.** Page 54.

A lively, rhythmic song with an easy melody; it may be made a stirring song if given with strong accent (especially on "Boom," which must be sung as *boom* and not "bum") and with sharp consonants. If possible, make it into a game by using rhythmic steps; if unable to do this, let the children *march* while they sing, *after* the song is learned.

2. **Echo.** Page 57.

A charming song with an easy tune; it is greatly enjoyed by children and not difficult to teach. Divide the song into three sections, always urging upon the children the necessity of using a beautiful *tone* for the sake of the *thought*. One section of the class may sing the first line, and the second section be an echo; the third should sing the second echo (hear you) very softly. This song is sung with good effect if given by three grades, or an entire school may use it. Many interesting talks with the children on echoes *should* be given, for the subject is very attractive to them.

3. **In the Country.** Page 53.

Swing songs are always strongly rhythmic, and this song should be given according to the plan of the swing song in the Primer. Suggestions were given for using swing songs in play when the list of Primer songs was given in the first part of this bulletin.

4. **Milking Time.** Page 60.

The story is told in this song by a *clear, high tone* and distinct pronunciation. Sing in moderately slow time and give all important words their proper accent.

5. **Mill-wheel.** Page 58.

Emphasize *splashing, dashing, dripping*, and all other descriptive words, by sounding the consonants very plainly. The rhythm is so well marked in this song that no one could fail to make it clear.

6. **Harvest Home.** Page 56.

The chorus of this song may be used without the first four lines, but is more expressive if the entire song is given. An individual may sing the